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Illustrative Example

for

English Language Arts

Kindergarten to Grade 3

(General Outcome 2)

DRAFT

May 1, 1998

PREFACE

The program of studies for English Language Art Kindergarten to Grade 9 is approved for optional implementation in September 1998. The illustrative examples support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

This document segment is a draft preview of what the illustrative examples will be like. It provides samples for some of the specific outcomes for General Outcome 2—Kindergarten to Grade 3. The general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

A response draft of illustrative examples for all specific outcomes for Kindergarten to Grade 9 is under development and scheduled to be available by September 1998.



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KINDERGARTEN

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples
Use prior knowledge <ul style="list-style-type: none"> connect oral language with print and pictures understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed expect print and pictures to have meaning and to be related to each other in texts understand that print and books are organized in predictable ways 	<ul style="list-style-type: none"> [under development] After a field trip to a farm, the children write in their journals <ul style="list-style-type: none"> Sarah draws a picture of the barn, and writes random letters. Eng-hui draws a horse chasing a donkey and writes, 'a hs and a dke. Shahnaz draws a picture of a cat and kittens and dictates the sentence "The mother cat had three kittens." <p>The children then share their journal entries with classmates. Children can record their stories on audiocassette tapes to share at home or at the listening centre.</p> Using the big book <i>Rosie's Walk</i>, by Pat Hutchins, the children predict the story from the pictures. Some children identify specific words by pointing to them. At the book centre, the children put together phrase strips about "Humpty Dumpty" in a pocket chart, by matching the phrase strips with the displayed nursery rhyme. [under development]
Use comprehension strategies <ul style="list-style-type: none"> begin to use language prediction skills when stories are read aloud ask questions and make comments during listening and reading activities recall events and characters in familiar stories read aloud by others 	<ul style="list-style-type: none"> [under development] While listening to an unfamiliar text or presentation, the children wonder what will happen; e.g.: <ul style="list-style-type: none"> How will they do that? I wonder if ... I remember when ... Let's find out ... That happened to me when ... At the story centre, the children use felt cutouts and the felt board to retell <i>Cinderella</i>. Taking turns, the children retell the story of <i>Goldilocks and the Three Bears</i> as a group. <p>"Once upon a time there were three bears," said Michelle. "They lived in the woods," added Margaret. "There was a daddy bear, a mommy bear and a baby bear," said Marko ...</p>

KINDERGARTEN

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none"> read own first name, environmental print and symbols, words that have personal significance and some words in texts 	<ul style="list-style-type: none"> The children find examples of environmental print and create a word wall to display such words as 'Stop,' 'Exit,' 'Push,' 'Poison.' When the children arrive at school, they pick out their own name card and put it on the attendance chart to show they are present. They might also identify children who are absent.
<p>Use textual cues</p> <ul style="list-style-type: none"> attend to print cues when stories are read aloud begin to identify some individual words in texts that have been read aloud 	<ul style="list-style-type: none"> As they sing along to the song <i>Six Little Ducks</i>, the children point to words in the song on a chart. [under development]
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> begin to make connections among sounds, letters, words, pictures and meaning identify and generate rhyming words in oral language 	<ul style="list-style-type: none"> Sam recognizes S in a STOP sign and says, "There's my S." When looking through a picture book on zoo animals, children are able to identify the pages that tell about monkeys by looking at the pictures. A group of children is playing "I Spy." One child says, "I spy with my little eye something that begins with the 'buh' sound." When children hear three words, such as hat, bat and ball, they can choose the one that does not rhyme. While playing a rhyming game and hearing the word cat, children can give such rhyming responses as bat, fat or even 'jat.' In a rhyming song, such as <i>Down by the Bay</i>, children can complete a rhyming phrase, such as Did you ever see a <u>bear</u> sitting in a <u>chair</u>?

KINDERGARTEN

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use phonics and structural analysis (continued)</p> <ul style="list-style-type: none">hear and identify sounds in wordsassociate sounds with consonants that appear at the beginning of personally significant words <p>Use references</p> <ul style="list-style-type: none">name and match the upper and lower case forms of letterscopy scribed words and print texts to assist with writing	<ul style="list-style-type: none">The children are composing a group letter to thank a store manager for donating pumpkins. The teacher scribes the letter on chart paper, stops at the word pumpkins, and asks such questions as:<ul style="list-style-type: none">“What sound do you hear at the beginning of the word pumpkins?”“We have many pumpkins. What sound can you hear at the end of the word pumpkins?”“Does anyone hear any other sounds in the word pumpkins?”Children can identify the word that begins with a different sound in a list of words, such as hat, hill, ball.Children can identify the word that ends with a different sound in a list of words, such as cat, sat, pack.Children can hear and segment the beginning and ending sounds in words from stories read aloud by an adult.Boris is looking through his personal word list: Teacher: Can you tell me what this word is? Boris: Snake. Teacher: Yes, it’s snake, and the first letter is ‘s.’ What is the first sound you hear in the word ‘sssnake’? Boris: ssssss Teacher: That’s right.Looking at a picture book about farm animals, children are able to find the word duck in the accompanying print by knowing the sound ‘duh’ and looking for a word that starts with the letter ‘d.’The children use a stamping kit at the printing centre, or computer software, to name and match upper and lower case letters.The children play Go Fish, using cards with upper and lower case letters.Referring to a chart story, the teacher says, “This word is Mother. It begins with a capital ‘M.’ Can anyone point to a word beginning with a small ‘m’?” One of the children points to the word morning.[under development]

KINDERGARTEN

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
Experience various texts <ul style="list-style-type: none"> participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs listen and view attentively identify favourite stories and books 	<ul style="list-style-type: none"> The children sit and listen to a parent read the story <i>The Three Billy Goats Gruff</i>. Some children take turns saying the words 'trip-trap, trip-trap' in voices appropriate to each of the three billy goats. <ul style="list-style-type: none"> After listening to the story, some children build bridges in the block centre, others explore groups of three in the mathematics centre, still others draw and label a bridge at the writing centre. As one child shares a picture story in the story chair, the other children pay attention by listening and viewing attentively. The children take turns in bringing a favourite book to share with classmates at story time. At library time, the children choose favourite books to sign out and read at home.
Construct meaning from texts <ul style="list-style-type: none"> relate aspects of oral, print and other media texts to personal feelings and experiences talk about and represent the actions of characters portrayed in oral, print and other media texts tell about experiences similar or related to those in oral, print and other media texts 	<ul style="list-style-type: none"> [under development] After the children view the video <i>The Gingerbread Man</i>, they make gingerbread puppets and use them to retell the story. After a field trip to a fire hall, the children role play a fire fighter's duties. After listening to a guest speaker from the Humane Society, the children talk about their family pets. Children tell about personal experiences while showing photographs of favourite people.
Appreciate the artistry of texts <ul style="list-style-type: none"> experiment with sounds, words, word patterns, rhymes and rhythms 	<ul style="list-style-type: none"> The children chant poems as they follow the text on a chart. The children take home poems or songs to share with their families. The children locate the words 'round and round' or 'up and down' in the song <i>The Wheels on the Bus</i> that is printed on a chart. The children can also locate the word 'bus' and circle all the 'b's' on the chart.

KINDERGARTEN

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples
Understand forms and genres <ul style="list-style-type: none">experience a variety of oral, print and other media texts	<ul style="list-style-type: none">After listening to the story <i>Goldilocks and the Three Bears</i>, the children want to learn about real bears. They look at some books and watch a video on bears. At circle time, the children share what they have learned about real bears.<ul style="list-style-type: none">The video told us that bears eat berries, not porridge.In a book I saw that bears sleep in caves, not beds.Bears are covered in fur and don't wear people clothes.The children discuss real bears—what they eat, what they do, where they live, where they sleep. The children list favourite stories that have bears and other animals that talk.
Understand techniques and elements <ul style="list-style-type: none">develop a sense of story through reading, listening and viewing experiencesidentify the main characters in a variety of oral, print and other media texts	<ul style="list-style-type: none">[under development]The children act out <i>Rumpelstiltskin</i> at the puppet centre.<ul style="list-style-type: none">They draw pictures of the story and talk about the characters.
Experiment with language <ul style="list-style-type: none">appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes, personal songs	<ul style="list-style-type: none">The children chant familiar poems, and they create some new rhymes.The children listen to sing-along tapes at the listening centre.

KINDERGARTEN

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
Generate ideas <ul style="list-style-type: none"> contribute ideas and answer questions related to experiences and familiar oral, print and other media texts 	<ul style="list-style-type: none"> After a walk through the fall leaves, the children dictate a class story about the experience. Individual children contribute ideas: “We went for a walk,” said John. “The leaves were crunchy,” said Danetta. Yvette saw red leaves. Kwame saw green leaves. Manuel saw brown leaves. Ben saw purple leaves. “We had lots of fun,” added Ben.
Elaborate on the expression of ideas <ul style="list-style-type: none"> listen to and recite short poems, songs and rhymes, and engage in word play and action songs 	<ul style="list-style-type: none"> The children participate in, and perform, action songs and rhymes. The children clap along with the rhythms of songs and poems.
Structure texts <ul style="list-style-type: none"> draw, record or tell about ideas and experiences talk about and explain the meaning of own pictures and print 	<ul style="list-style-type: none"> Kim draws a picture of his pet puppy, and asks the adult to print My Puppy Ruff under the picture. He then traces over the print or copies it. Elizabeth draws a picture of her soccer game and writes ‘4’ on her picture. At circle time, she shows her picture to the class and tells them about her soccer game. She explains that ‘4’ means the number of goals her team scored. Shinobu tells a story to the class about a picture she has painted at the painting centre.

GRADE 1

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none">• use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts• use knowledge of pictures, letters, words, sentences, predictable patterns and rhymes to construct and confirm meaning• use knowledge of print, pictures, book covers and title pages to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none">• use language prediction skills to identify unknown words within the context of a sentence• use a variety of strategies, such as making predictions, rereading and reading on• talk about print or other media texts previously read or viewed• identify the main idea or topic of simple narrative and expository texts	<ul style="list-style-type: none">• When reading new stories, students recognize words from stories they have read before.• Students use pictures to identify unfamiliar words.• When reading words, students refer to alphabet cards posted in the classroom to help them with the beginning sounds.• Dana uses a loud voice when reading BOOM printed in upper case letters.• Students read <i>Each Peach, Pear, Plum</i>, by Janet and Allan Ahlberg, and use rhyming words to predict unfamiliar text; e.g.: Each peach, pear, plum I spy Tom Thumb Tom Thumb in the cupboard I spy Mother Hubbard.• [under development]• Students use meaning, grammatical and phonics cues to read the unfamiliar word 'kitten' in the sentence, "I see a cat and her baby kitten."• [under development]• Erica chooses a book she has read, or a video she has seen, and reports to a small group, using a provided outline with questions that relate to:<ul style="list-style-type: none">– title– where the story takes place (setting)– favourite character and why– favourite part and why– why others should read this book or watch this video.• Russ watches a video and tells that it was about a bird that hurt its wing, but a man made it better and the bird flew away.

GRADE 1

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none"> • identify by sight some familiar words from favourite print texts • identify high frequency words by sight • read aloud with some fluency and accuracy, after rehearsal • self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>Use textual cues</p> <ul style="list-style-type: none"> • preview book cover, pictures and location of text to assist with constructing and confirming meaning • use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading 	<ul style="list-style-type: none"> • Students recognize the names of characters in favourite stories, or words associated with personal interests; e.g., hockey, pizza, dinosaurs, by using such visual cues as location of the text, capital letters, word shape and length, beginning letters and double consonants, together with context cues. • Students read by sight such words as and, away, could, said, look, see. These words are frequently used in their reading materials. Note: Some sources for lists of frequently used words include: <ul style="list-style-type: none"> – <i>Reading Instruction That Makes Sense</i> by Mary Tarasoff (LRDC Order No.: 267254) – <i>The New Reading Teacher's Book of Lists</i> by Edward Fry et al. (Prentice Hall, 1985) – "A Basic Sight Vocabulary of 220 Words" by Edward W. Dolch. • From a story containing a variety of characters, each with some dialogue, students take on a character and read and practise their line. • A student reads, "The dog saw sad," realizes it does not make sense; self-corrects and reads, "The dog was sad." • [under development] • Students use capital letters and periods to locate the beginning and ending of sentences in a big book.

GRADE 1

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none">segment and blend sounds in words spoken or hearduse phonic knowledge and skills to read unfamiliar words in contextuse analogy to generate and read phonically regular word familiesassociate sounds with letters and some letter clusters <p>Use references</p> <ul style="list-style-type: none">use a displayed alphabet as an aid when writingrecite the letters of the alphabet in orderuse personal word books, print texts and environmental print to assist with writing	<ul style="list-style-type: none">Students can break down words from their personal word lists, such as cat, dinosaur and hockey into sounds or syllables, as in c-a-t, di-no-saur, hoc-key.Students can segment and blend initial consonants of rhyming word families; e.g., g/oat, b/oat, c/oat; r/un, f/un, s/un.When reading the sentence, “The car was driving down the road,” a student reads the word ‘road’ rather than saying the word ‘street’ because the student recognizes the initial consonant ‘r.’When reading a chart story about <i>Cinderella</i>, the student correctly associates the sound /s/ with the initial consonant ‘s’ to identify the word ‘sister’ in context.When reading and writing, students demonstrate consistent sound–symbol associations with:<ul style="list-style-type: none">consonants b, c, d, f, g, h, k, l, m, n, p, r, s, t, v, w, y, z at the beginning of wordsconsonants d, k, m, n, p, r, t at the end of wordsconsonants d, k, m, n, p, r, t, z in the middle of wordsconsonant blends bl, pl, br, tr, st, gr, dr, fr, flconsonant digraphs ch, sh, wh, th (voiced)short vowels a, o, u used as markers.When given the word ‘day’ the student can generate a list of rhyming words, such as play, say, May, delay.When reading, students can identify such words as frog and jog because they already know the word ‘dog.’[under development]The student locates the letter ‘k’ on a wall alphabet to verify letter formation when printing ‘kite.’[under development]Claire wrote a story about her grandmother. She asked the teacher to print ‘grandmother’ in her word book. She finds the word in her word book when she writes another story about her family.

GRADE 1

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples						
Experience various texts <ul style="list-style-type: none">• participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons• illustrate and enact stories, rhymes and songs• remember and retell familiar stories and rhymes	<ul style="list-style-type: none">• [under development]• Students illustrate their favourite happy or sad part of a story.• Students role play simple stories and nursery rhymes as an adult reads or retells them.• Students use puppets to re-enact a story that is being read or retold.• Students make storyboards and stick puppets to retell familiar stories and rhymes.						
Construct meaning from texts <ul style="list-style-type: none">• relate aspects of stories and characters to personal feelings and experiences• retell interesting or important aspects of oral, print and other media texts• tell or represent the beginning, middle and end of stories• tell, represent or write about experiences similar or related to those in oral, print and other media texts	<ul style="list-style-type: none">• [under development]• [under development]• Students use sequencing boards, such as the following, to draw pictures that illustrate the beginning, middle and end of a video story.<table border="1"><tr><td>Beginning</td><td>Middle</td><td>End</td></tr><tr><td></td><td></td><td></td></tr></table>• To tell a story, students put a series of pictures in order.• Students write journal entries about events in their lives.• Students relate story events, setting, characters and problems to personal experiences; e.g.:<ul style="list-style-type: none">– This is what happened in the story ...– This reminds me of when I ...	Beginning	Middle	End			
Beginning	Middle	End					

GRADE 1

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
Construct meaning from texts (continued) <ul style="list-style-type: none">tell what was liked or disliked about oral, print and other media texts	<ul style="list-style-type: none">Students talk about or write responses to the story <i>The Little Red Hen</i>; e.g.,:<ul style="list-style-type: none">I liked ... because ...I didn't like ... because ...
Appreciate the artistry of texts <ul style="list-style-type: none">identify how words can imitate sounds and create special effectsexperiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts	<ul style="list-style-type: none">[under development]Students rewrite or retell such pattern stories or poems as <i>Brown Bear, Brown Bear, What Do You See?</i>, by Bill Martin Jr., using a variety of animals or people; e.g.:<div>Starfish, starfish What do you see? I see an octopus Looking at me.</div>

GRADE 1

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples
Understand forms and genres <ul style="list-style-type: none"> distinguish differences in the ways various oral, print and other media texts are organized identify various forms of media texts 	<ul style="list-style-type: none"> A group of students looks through two or three types of texts, such as magazines, story books, textbooks, newspapers or telephone directories, and describes a few ways in which they are organized. [under development]
Understand techniques and elements <ul style="list-style-type: none"> know that stories have beginnings, middles and endings tell what characters do or what happens to them in a variety of oral, print and other media texts 	<ul style="list-style-type: none"> [under development] [under development]
Experiment with language <ul style="list-style-type: none"> demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play 	<ul style="list-style-type: none"> Students use such patterns as: <u>Yellow</u>, <u>yellow</u> What is <u>yellow</u>? A <u>sun</u> is <u>yellow</u> As <u>hot</u> as can be to change the underlined words and make a personal verse; e.g.: <u>Blue</u>, <u>blue</u> What is <u>blue</u>? An <u>ocean</u> is <u>blue</u> As <u>wet</u> as can be.

GRADE 1

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
Generate ideas <ul style="list-style-type: none">generate and contribute ideas for individual or group oral, print and other media texts	<ul style="list-style-type: none">On the inside cover of their journals, students keep a list of ideas for writing, such as pets, family, friends.Students base their own stories on familiar story characters or include familiar story characters in their own adventures.
Elaborate on the expression of ideas <ul style="list-style-type: none">change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts	<ul style="list-style-type: none">Students change key words in a song to create original songs; e.g.: One little, two little, three little <u>snowflakes</u> four little, five little, six little <u>snowflakes</u> seven little, eight little, nine little <u>snowflakes</u> ten little <u>snowflakes falling from the sky</u>.Students add new ideas to extend pattern stories, such as <i>All By Myself</i>, by Mercer Mayer:<ul style="list-style-type: none">I wanted to _____ all by myself, but _____.I wanted to <u>zip up my coat</u> all by myself, but <u>the zipper got caught on my shirt</u>.
Structure texts <ul style="list-style-type: none">write, represent and tell brief narratives about own ideas and experiencesrecall and retell or represent favourite stories	<ul style="list-style-type: none">Students write several short sentences that are related to one idea, such as <i>My Neighbourhood</i>, <i>A Visit to a Friend's House</i>. They illustrate their writings and share them with the class.[under development]

GRADE 2

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none">connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaninguse knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none">use knowledge of oral language to predict words when reading stories and poemsapply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusionsidentify the main idea or topic and supporting details of simple narrative and expository texts	<ul style="list-style-type: none">While studying small crawling and flying creatures, students share stories about their own experiences.<ul style="list-style-type: none">One student says, “This fall, I saw a squirrel collecting seeds.”Students discuss what the squirrel might do with the food.While reading the story <i>Nate the Great</i>, by Marjorie Weinman Sharmat, students talk about who might have knocked over garbage cans. One student contributes, “I think it is probably a skunk, because a skunk knocked over our garbage can!”A student says, “This story begins ‘Long, long ago.’ I wonder if it is a fairy tale.”A student looks at the book cover of <i>There’s an Alligator Under My Bed</i>, by Mercer Mayer, and comments, “I wonder if this book is about stuffed toys. I’ve had dreams about toys under my bed.”[under development]After reading <i>There’s an Alligator Under My Bed</i>, by Mercer Mayer, students realize that they need to revise their initial predictions, because the book was not about bad dreams. As they read, they are surprised to find out that the book is about how to get an alligator out from under one’s bed.[under development]

GRADE 2

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none"> identify by sight an increasing number of high frequency words and familiar words from favourite books read aloud with fluency, accuracy and expression figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>Use textual cues</p> <ul style="list-style-type: none"> preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading 	<ul style="list-style-type: none"> Students read by sight such words as because, does, many, their, would. These words are frequently used in their reading materials. Note: Some sources for lists of frequently used words include: <ul style="list-style-type: none"> <i>Reading Instruction That Makes Sense</i> by Mary Tarasoff (LRDC Order No.: 267254) <i>The New Reading Teacher's Book of Lists</i> by Edward Fry et al. (Prentice Hall, 1985) "A Basic Sight Vocabulary of 220 Words" by Edward W. Dolch. Students reread favourite stories or engage in choral readings and readers' theatre. Students share their favourite stories with a variety of audiences, such as other classes and family members. A student reads a story into a tape-recorder, listens for expression and fluency, and then rereads the story. Students use guidelines to improve their oral reading, such as: <ul style="list-style-type: none"> Did I remember to pause at commas? Did I remember to take a breath at periods? Did I change the tone of my voice when I read questions or especially exciting parts? After reading the sentence "The bunny was hopping across the field," a student who read 'hoping' rereads the sentence saying that it must be 'hopping' because bunnies hop. Another student is able to figure out 'hopping' because it rhymes with 'popping.' As students flip through <i>The Mitten</i>, by Jan Brett, they wonder why there are animals in the story; when they read the title, they thought the story would be about winter clothing. [under development]

GRADE 2

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
Use phonics and structural analysis <ul style="list-style-type: none"> • apply phonic rules and generalizations to read unfamiliar words in context • apply knowledge of long and short vowel sounds to read unfamiliar words in context • use knowledge of word parts, contractions and compound words to read unfamiliar words in context • associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context 	<ul style="list-style-type: none"> • The student reads, "A boy flew his kit," realizes the error, and uses the silent -e rule to read 'kite.' • Students can differentiate between word families with short and long vowel sounds, such as the -at (pat, fat, mat) and -ate (mate, late, rate, date) word families. Students use this phonic knowledge when reading such sentences as "<u>Pat</u> was <u>late</u> for school." • When reading and writing, students demonstrate consistent sound-symbol associations with long and short vowel sounds of a, e, i, o, u. • Students break down such compound words as today, something, grandmother and snowball in order to identify them when reading. • While reading the sentence, "The dog was playing with the ball," a student pauses at the word 'playing' and says, "I know the -ing part," and then proceeds to read the sentence successfully. • When reading and writing, students use knowledge of word endings: -ed, -ing, -s, -tion, -ly, -ment, -est, -ent, -ant. • When a student reads, "If the Sun is bright, I can see my shadow," knowledge of the sound of 'sh' is being used, together with prior knowledge, meaning and grammatical cues to identify the word 'shadow.' • When reading and writing, students demonstrate consistent sound-symbol associations with: <ul style="list-style-type: none"> – consonant blends cr, pl, sl, cl, pr, sn, st, qu, gl, bl, br, tr, st, gr, dr, fr, fl – consonant digraphs ck, kn, th (voiceless) – vowel digraphs ai, ay, ee, ea, oo (wood), oo (cool), oa – letter clusters spr, squ, str, thr.
Use references <ul style="list-style-type: none"> • put words in alphabetical order by first letter • use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts 	<ul style="list-style-type: none"> • Students create a class directory of students' first and/or last names. • Students create an animal alphabet list, with one animal for each letter, and find a descriptive word for that animal that starts with the same letter; e.g., cuddly cats, yappy yak. • [under development]

GRADE 2

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
Experience various texts <ul style="list-style-type: none"> engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts identify favourite kinds of oral, print and other media texts model own oral, print and other media texts on familiar forms respond to mood established in a variety of oral, print and other media texts 	<ul style="list-style-type: none"> After hearing <i>Stone Fox</i>, by John Reynolds Gardiner, one student finds books on sled dogs, another discovers a web site on native traditions, and a third brings in a video about life in the wilderness. Students explore and share favourite web sites on interesting themes or topics. Small groups of students choose a favourite poem, and prepare a choral reading for presentation. After reading repetitive stories, such as <i>The Enormous Turnip</i>, by Kathy Parkinson, students write or tell a story that uses repetitive elements. Students create shape poems for a school web site. Students use colours to represent feelings when drawing or painting responses to particular texts. A student expresses feelings, such as "That makes me want to laugh," after listening or viewing experiences.
Construct meaning from texts <ul style="list-style-type: none"> connect situations portrayed in oral, print and other media texts to personal and classroom experiences retell the events portrayed in oral, print and other media texts in sequence suggest alternative endings for oral, print and other media texts 	<ul style="list-style-type: none"> [under development] After viewing the video <i>The Snowman</i>, students share their most vivid reactions to the story. As a class, they create a mural to tell the story events in sequence. Students change the 'happily ever after' endings in stories to funny, sad or surprise endings. Students predict the ending of a story being read to them, and then compare the predictions to the author's actual ending.

GRADE 2

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
Construct meaning from texts (continued) <ul style="list-style-type: none">• discuss, represent or write about interesting or important aspects of oral, print and other media texts• express thoughts or feelings related to the events and characters in oral, print and other media texts	<ul style="list-style-type: none">• In small discussion groups, students talk about why they dislike certain characters; e.g., certain animals in fairy tales.• Some students write to characters portrayed in print texts or videos, saying why they would like to be their friend. Other students answer as that character.
Appreciate the artistry of texts <ul style="list-style-type: none">• identify and use words and sentences that have particular emotional effects• identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights	<ul style="list-style-type: none">• As students hear or notice interesting words in oral, print and other media texts, they add them to a class chart and use them in their own writing.• [under development]

GRADE 2

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples
Understand forms and genres <ul style="list-style-type: none"> recognize that ideas and information can be expressed in a variety of oral, print and other media texts identify and explain the use of various communication technologies 	<ul style="list-style-type: none"> [under development] [under development]
Understand techniques and elements <ul style="list-style-type: none"> identify main characters, places and events in a variety of oral, print and other media texts identify how pictures, illustrations and special fonts relate to and enhance print and other media texts 	<ul style="list-style-type: none"> [under development] Students look at illustrations in favourite books and discuss how colour is used to create effects.
Experiment with language <ul style="list-style-type: none"> demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations 	<ul style="list-style-type: none"> While students listen to the story <i>Something from Nothing</i>, based on a folk tale adapted by Phoebe Gillman, they chime in with repeated patterns, such as 'in and out, in and out.'

GRADE 2

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
Generate ideas <ul style="list-style-type: none">use own and respond to others' ideas to create oral, print and other media texts	<ul style="list-style-type: none">Students find magazine pictures and graphics, and create a collage of their interests to present to their classmates.Students find a tape or CD of a song that they like, and explain why it appeals to them; e.g.:<ul style="list-style-type: none">This music reminds me of _____.When I hear this music I feel/see _____ because _____.
Elaborate on the expression of ideas <ul style="list-style-type: none">add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts	<ul style="list-style-type: none">Students work on expanding sentences by adding descriptive words to simple sentences; e.g.:<ul style="list-style-type: none">The girl jumped.The (shy) (beautiful) (frightened) (tiny) girl jumped (quickly) (high) (over the fence) (in surprise).When students find interesting descriptive words or phrases, they add them to the correct category on class wall charts; e.g., walking words, talking words, size words, scary words.

GRADE 2

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text (continued)

Specific Outcomes	Draft Illustrative Examples
Structure texts <ul style="list-style-type: none">• create narratives that have beginnings, middles and ends; settings; and main characters that perform actions• use traditional story beginnings, patterns and stock characters in own oral, print and other media texts	<ul style="list-style-type: none">• [under development]• Students use such traditional story beginnings as:<ul style="list-style-type: none">– Once upon a time ...– A long, long time ago ...– One day ...• Students introduce such traditional characters as princes, princesses, dragons and kings, into their stories.• Students experiment with a variety of story patterns, such as circular stories—<i>If You Give a Mouse a Cookie</i>, by Laura Joffe Numeroff—or cumulative stories, such as <i>The House That Jack Built</i>.

GRADE 3

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples		
Use prior knowledge <ul style="list-style-type: none">share ideas developed through interests, experiences and discussion that are related to new ideas and informationidentify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, pictionaries and junior dictionaries, are organized and use them to construct and confirm meaning	<ul style="list-style-type: none">[under development]Students make charts summarizing the features of a variety of texts; e.g.: <div><div><u>Textbook</u> Book Cover Table of Contents Chapters Summary Reviews</div><div><u>Dictionary</u> Bold Print Key Words ABC Order Columns</div><div><u>Letter</u> Heading Salutation Body Closing</div></div>		

GRADE 3

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies</p> <ul style="list-style-type: none"> • use grammatical knowledge to predict words and construct sentences when reading narrative and expository materials • apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions • identify the main idea or topic and supporting details in simple narrative and expository passages 	<ul style="list-style-type: none"> • [under development] • [under development] • Students select a graphic organizer and use it to identify and record the main idea and supporting details from an expository or narrative passage; e.g.: <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Hub and Spoke</p> </div> <div style="text-align: center;"> <p>Inverted Tree</p> </div> </div> <p>Source: <i>Diagnostic Reading Program, Handbook 4: Instructional Strategies</i>, Alberta Education, 1986.</p>

GRADE 3

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none">• extend sight vocabulary to include predictable phrases, and words related to language use• read silently with increasing fluency and accuracy• monitor and confirm meaning by rereading when necessary and by applying knowledge of semantic, syntactic and graphophonic cueing systems	<ul style="list-style-type: none">• Students read such frequently used words as about, done; predictable phrases, such as in the forest, across the street, by the sea; and words related to language use, such as read, write, spell, question mark, period. Note: Some sources for lists of frequently used words include:<ul style="list-style-type: none">– <i>Reading Instruction That Makes Sense</i> by Mary Tarasoff (LRDC Order No.: 267254)– <i>The New Reading Teacher's Book of Lists</i> by Edward Fry et al. (Prentice Hall, 1985)– "A Basic Sight Vocabulary of 220 Words" by Edward W. Dolch.• [under development]• [under development]
<p>Use textual cues</p> <ul style="list-style-type: none">• use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning• attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading	<ul style="list-style-type: none">• [under development]• [under development]

GRADE 3

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • apply phonic rules and generalizations competently and confidently to read unfamiliar words in context • apply word analysis strategies, to segment words into parts or syllables, when reading unfamiliar words in context • associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context 	<ul style="list-style-type: none"> • While reading, the student sees an unfamiliar word, such as 'escalator,' for which the story context is of limited assistance. The student knows how to sound out enough of the word to predict the meaning, or blend the sounds together to identify a whole word that they have heard before and that makes sense in context. • While reading a science magazine, the student uses sight word knowledge (float) or phonic knowledge of consonant blends (fl), vowel digraphs (oa), and word endings (-ation), to identify the word 'floatation' and continues reading. • When reading words in context the student identifies a word by breaking it into parts or syllables, such as in-for-ma-tion, associating sounds with each part, and blending the sounds into the word 'information.' • When reading and writing, students can segment unfamiliar words in the following categories: <ul style="list-style-type: none"> – compound words, such as horseback – VC/CV words, such as sup/per [vowel/consonant, consonant/vowel] – V/CV words, such as su/per – VC/V words, such as sel/ect – prefixes, such as a-, be-, un-, re- – suffixes, such as -est, -y, -en, -less, -full, -some -ly, -y to i plus -er, or -ly, -er, -ing – words ending in -le. • When reading a sentence, such as "They were <u>shocked</u> to find out that something had <u>already</u> <u>destroyed</u> their <u>fort</u>," the student uses phonic knowledge and skills, together with prior knowledge, meaning and grammatical cues, to read the unfamiliar words and comprehend the meaning. • When reading and writing, students demonstrate consistent sound-symbol associations with: <ul style="list-style-type: none"> – consonant blends sp, tw, sw, sm, spl – final consonant blends and digraphs -sh, -ch, -nk, -ng – vowel diphthongs oi, oy, ow, aw, ou, or, ur, ir – 'r' and 'w' controlled vowels – hard and soft 'c' and 'g' – word parts -ight, -dge, -age, -ture.

GRADE 3

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
Use references <ul style="list-style-type: none">• put words in alphabetical order by first and second letter• use picture dictionaries, junior dictionaries and spell-check functions to confirm spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<ul style="list-style-type: none">• Students put spelling words, vocabulary words or words on charts, into alphabetical order.• [under development]

GRADE 3

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays tell or write about favourite parts of oral, print and other media texts identify types of literature, such as humour, poetry adventure and fairy tales, and describe favourites connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references 	<ul style="list-style-type: none"> After talking about rocks, students find other books and pictures about rocks, bring rocks they have collected and talk about them, and find information on cave and rock paintings on the Internet. Students watch a video and then write in their journals about the beginning, middle or end of their favourite parts or exciting events. Students give an oral review of the school newsletter. Students select a favourite part of a story, and illustrate that part of the story. Two students read the same story. Each student illustrates a favourite part of the story and shares it with the other. Students discuss such common elements in fairy tales as royalty, good or bad characters, happy endings and 'threes.' They then locate these elements in a variety of fairy tales, and record them on a class chart. Students record their responses to texts, using such sentence frames as: <ul style="list-style-type: none"> I am like _____ because _____. I know how _____ feels because _____. The author's description of _____ reminds me of _____.

GRADE 3

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples				
Construct meaning from texts <ul style="list-style-type: none">connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiencessummarize the main idea of individual oral, print or other media textsdiscuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other textsdevelop own opinions based on ideas encountered in oral, print and other media texts	<ul style="list-style-type: none">Students read the poem “Rosie and Michael,” by Judith Viorst, and complete a chart about friends.<table><tr><td>What Rosie and Michael like about each other.</td><td>What I like about my friends.</td></tr><tr><td></td><td></td></tr></table>[under development]Students create photo essays on ideas presented in such stories as <i>Love You Forever</i>, by Robert Munsch. They share their photo essays by talking about their experiences and making predictions about the future.[under development]	What Rosie and Michael like about each other.	What I like about my friends.		
What Rosie and Michael like about each other.	What I like about my friends.				

GRADE 3

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
Construct meaning from texts (continued) <ul style="list-style-type: none">express preference for one character over another	<ul style="list-style-type: none">Hanif views a video about Robin Hood and explains why he prefers Robin Hood to Little John.
Appreciate the artistry of texts <ul style="list-style-type: none">express feelings related to words, visuals and sound in oral, print and other media textsidentify how authors use comparisons, and explain how they create mental images	<ul style="list-style-type: none">Students listen to music, watch videos or slides, or look at pictures, and list words that describe feelings.Students create collages of pictures and words that depict emotions conveyed in oral, print and other media texts.Students read the poem <i>Silly Trees</i>, by Babs Bell Hajdusiewicz, and discuss how and why the author compares trees to people.

General Outcome
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples
Understand forms and genres <ul style="list-style-type: none">• identify distinguishing features of a variety of oral, print and other media texts• discuss ways that visual images convey meaning in print and other media texts	<ul style="list-style-type: none">• Students look at illustrations in picture books, and discuss their features in terms of colour, detail, medium and perspective.• When the students are learning about spring, they read stories and poems, watch a video, look at a science book, and invite a guest speaker to talk about springtime in the garden. They discuss which text provides the most information and why.
Understand techniques and elements <ul style="list-style-type: none">• include events, setting and characters when summarizing or retelling oral, print or other media texts• describe the main characters in terms of who they are, their actions in the story and their relations with other characters• identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques	<ul style="list-style-type: none">• [under development]• [under development]• Students compare information about whales in an encyclopedia, children’s magazine and on a web site. They discuss the ways in which pictures, sound, fonts, colour and graphics make the information more interesting.
Experiment with language <ul style="list-style-type: none">• recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment	<ul style="list-style-type: none">• Students practise choral reading of <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, by Judith Viorst, and discuss the best ways to stress the repetitive lines.

GRADE 3

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
Generate Ideas <ul style="list-style-type: none"> experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts 	<ul style="list-style-type: none"> Students record words, phrases, brief descriptions and pictures on such topics as personal experiences, family members, sports events and special occasions. Students use a variety of ways to organize ideas and information; e.g.: <div style="text-align: center;"> <pre> graph TD Spiders((Spiders)) --- Protection Spiders --- Habitat Spiders --- Food Spiders --- WebConstruction[Web Construction] </pre> </div>
Elaborate on the expression of ideas <ul style="list-style-type: none"> use sentence variety to link ideas and create impressions on familiar audiences 	<ul style="list-style-type: none"> [under development]
Structure texts <ul style="list-style-type: none"> experiment with a variety of story beginnings to choose ones that best introduce particular stories add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot 	<ul style="list-style-type: none"> Students brainstorm for interesting story beginnings, and post them on the school web site. They ask which story beginnings other students would most like to use in their own stories. Students read the beginning sentences of a variety of stories, and list the things that make story beginnings effective; e.g., introduces the main character, sounds exciting, presents a problem. They post their findings on a chart, for use in their own writing. [under development]

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